ROYAL PHARMACEUTICAL SOCIETY

Post-registration Foundation Pharmacist Credentialing

E-portfolio guide for Ticketed Collaborators

Version 1.2
Last updated 22/10/21

Contents

1 Introduction

Welcome

The E-portfolio will assist learners and educational supervisors/designated prescribing practitioners to record, upload, manage and review evidence to demonstrate progress against the requirements of the Royal Pharmaceutical Society (RPS) post-registration foundation pharmacist curriculum.

2 Using the E-portfolio

This is a technical user guide that outlines the main functions of the E-portfolio for **ticketed collaborators** e.g. practice supervisors who provide day-to-day supervision in the workplace and/or other members of the pharmacy/wider team who support the learner's development by undertaking supervised learning events. Ticketed collaborators don't require full access to learners' E-portfolios. See **section 2.3** for more information about user roles and permissions.

Please note that the images provided in this guide have been captured from a desktop device; there may be a small difference in styling if you are using a tablet or mobile device.

> **TIP:** For the best user experience, we advise that you use the E-portfolio on a desktop, as you may be entering a lot of text in certain sections and fields and a wider screen enables you to view all the necessary elements.

You should use this guide in conjunction with RPS E-portfolio resources and guidance.

2.1 Help and additional information

We have included additional help information throughout the E-portfolio to explain what you need to do.

You will have an option to **"click to toggle"** or a question mark symbol.

Select these to get more details on the section you are viewing, and you will see a hint or additional information about what you should include and take into consideration: An example of the **"click to toggle"** option is shown below.
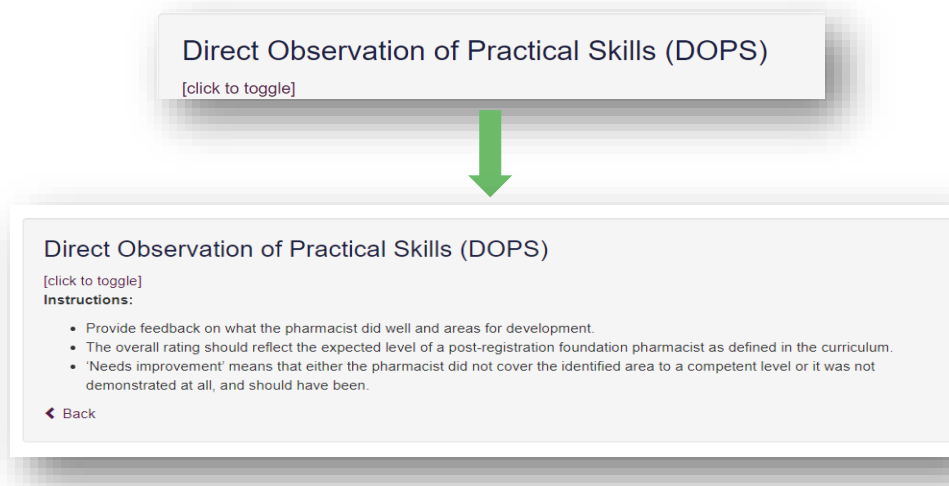
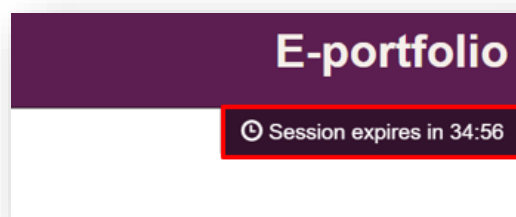## 2.2 Session timer

You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the E-portfolio. It is important you save your work regularly as there is no autosave function.

The timer resets to 35 minutes each time you interact with the E-portfolio, such as clicking a button, or completing a form. Please note that simply moving your cursor around on the page is not considered as an interaction. If you are typing, the page will remain active.

2.3 User roles and permissions

The E-portfolio is owned and driven by the learner, and it is their responsibility to keep the E-portfolio up to date with records of their learning and development. Other users will have access to the E-portfolio to complete various sections, forms and tools.

There are two different collaborator roles within the E-portfolio and depending on the training programme, learners may require one or more of these roles to input into their E-portfolio.

	Portfolio collaborator	Ticketed collaborator
Who does this include?	Educational supervisors and designated prescribing practitioners	Practice supervisors and other members of the pharmacy and wider team
What do they do?	Overall responsibility for supervision and management of educational programme either for the duration (educational supervisor) or period of learning in practice (designated prescribing practitioner)	Observe the learner and make judgments about their performance using a supervised learning event
What can they access?	Full access to their learner's E-portfolio	Only the form(s) or record(s) shared with them
How do they access?	The learner invites them to set up an E-portfolio account linked to their account	The learner emails the form or record via a ticketed process

The E-portfolio contains tools and templates to support the learner's professional development. The table below outlines the different tools and who has access to each tool.

Tool	Learner	Educational Supervisor	Designated Prescribing Practitioner	Ticketed Collaborators e.g., practice supervisor
Dashboard	✓	✓	✓	No access
Learner Actions	✓	✓	✓	No access
Framework Summary	✓	✓	✓	No access
File upload	✓	✓	✓	No access
Learning Needs Analysis	✓	✓	✓	No access
Meeting record	✓	✓	✓	No access
Reflective account	✓	✓	✓	No access
Supervised learning events				
Acute care assessment tool (ACAT)	✓	✓	✓	Access via ticket link
Case-based discussion (CbD)	✓	✓	✓	Access via ticket link
Case presentation (CP)	✓	✓	✓	Access via ticket link
Leadership assessment skills (LEADER)	✓	✓	✓	Access via ticket link
Direct observation of practical skills (DOPS)	✓	✓	✓	Access via ticket link
Direct observation of non-clinical skills (DONCS)	✓	✓	✓	Access via ticket link
Journal club presentation (JCP)	✓	✓	✓	Access via ticket link

Mini clinical evaluation exercise (Mini-CEX)	✓	✓	✓	Access via ticket link
Quality improvement project assessment tool (QIPAT)	✓	✓	✓	Access via ticket link
Teaching observation (TO)	✓	✓	✓	Access via ticket link

3 Completing tools and forms

As learners work through their E-portfolio they will create and complete various tools and forms. These will become records of their learning and development over their training year. Please refer to **section 2.3** for a full list of the E-portfolio tools and forms and their associated permissions.

There are two main ways of completing an online assessment tool or form:
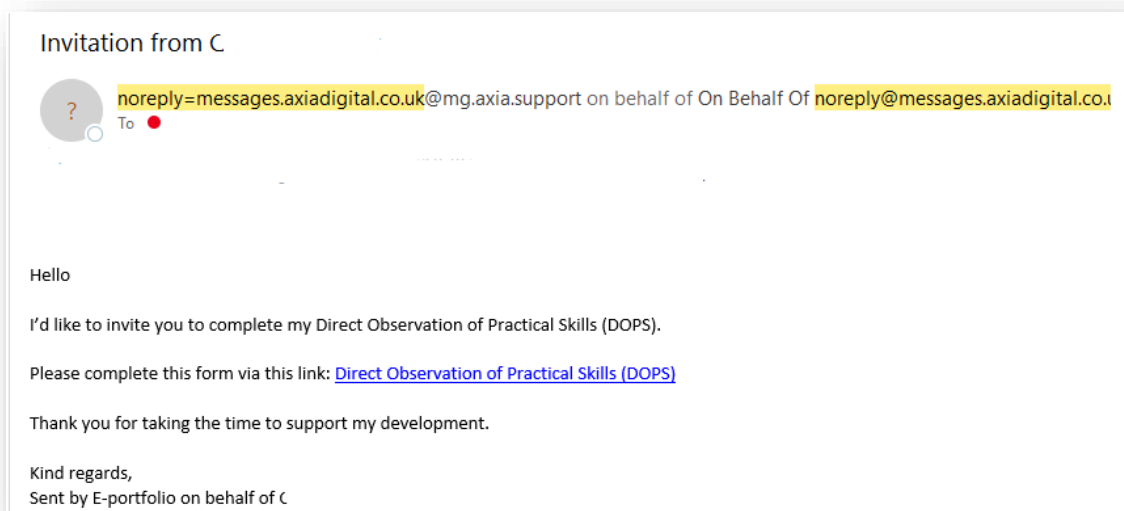
- Online with the educational supervisor or designated prescribing practitioner
- Online with a ticketed collaborator

The online process involves you completing the assessment tool or form fully within the E-portfolio environment. If you would like more detail about this process, please refer to the learner or educational supervisor/designated prescribing practitioner user guide.

3.1 Online process with ticketed collaborator

This process is for a learner to seek feedback from a ticketed collaborator, such as a practice supervisor or member of the pharmacy/wider team who does not have their own account within the E-portfolio that it linked to the learner's account. The process is known as a ticket, e-ticket, or e-ticketing.

There is no need to create an account, as learners will send you a direct link from within the E-portfolio as required. An example of an email you will receive is shown below. This contains a one-time link for you to complete a specific tool or form.
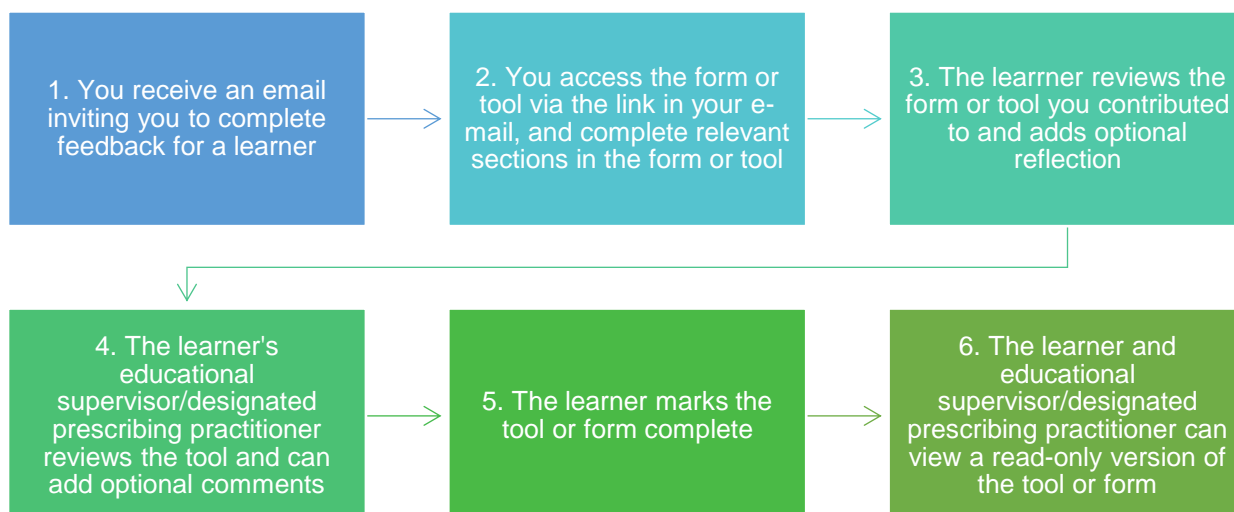
Invitation from C

noreply=messages.axiadigital.co.uk@mg.axia.support on behalf of On Behalf Of noreply@messages.axiadigital.co.u
To ●

Hello

I'd like to invite you to complete my Direct Observation of Practical Skills (DOPS).

Please complete this form via this link: Direct Observation of Practical Skills (DOPS)

Thank you for taking the time to support my development.

Kind regards,
Sent by E-portfolio on behalf of C

NOTE: if you are expecting an email from a learner but it hasn't come through, do check your junk folder as the automatic emails can on occasions be filtered out as spam. The learner can also re-send reminders if the email has not been received or it has been deleted in error.

You will have **28 days** to provide feedback with the ticket process. If for any reason you are not able to provide feedback, for example you are on leave, please let the learner know. This will enable the learner to cancel the invitation and send the invitation to another collaborator.

If the invitation is cancelled, you will no longer be able to access the tool or form using the original link. If you try to access the form or tool, you will receive a message about the cancellation.

NOTE: this process only provides ticketed collaborators 'one-time' access to complete one single assessment tool or form. If the learner you would like a ticketed collaborator to provide feedback on more than one assessment tool or form, they need to send a ticket for each one. The process is outlined below:

1. You receive an email inviting you to complete feedback for a learner	→	2. You access the form or tool via the link in your e-mail, and complete relevant sections in the form or tool	→	3. The learrner reviews the form or tool you contributed to and adds optional reflection

4. The learner's educational supervisor/designated prescribing practitioner reviews the tool and can add optional comments	→	5. The learner marks the tool or form complete	→	6. The learner and educational supervisor/designated prescribing practitioner can view a read-only version of the tool or form

Tickets are created for individual tools or forms, and you may receive several tickets for different tools or forms from the same learner. You will need to access and complete each form separately, so ensure you retain the email with your unique link until you have provided feedback.

TIP: to avoid difficulties in completing the tools or forms, please complete one at a time and ensure you close your browser before you open and start the next one.

3.2 Completing an upload version of the tools and forms

We understand that there may be occasions where you and/or the learner may not have access to a computer, tablet or mobile device, or situations where connectively is poor. Learners can therefore print off the paper versions of all tools and forms and upload to relevant sections of the E-portfolio, so they count towards achievement of the RPS post-registration foundation curriculum outcomes.

Downloadable versions of all tools and forms can be found on the RPS website.

You may be asked by a learner to complete a paper version of a form or tool.

4 Meeting Record

The E-portfolio contains a 'Meeting Record' form that can be used by learners to capture discussions of meetings they have with collaborators and other colleagues. Given you do not have full access to the learner's E-portfolio, the learner will be responsible for recording a summary and any actions that arise from relevant meetings that contribute to their overall development.

Meeting Record

‹ Back

Meeting Details

Title *

Meeting 1 with learner

Date *

28/10/2021

Who was present?

☐ Educational supervisor
☐ Designated prescribing practitioner
☑ Practice supervisor

Summary *
Briefly describe the main points of the meeting e.g. the purpose, what you discussed, and what you agreed.

Brief catch up

Create Record

5   Assessment tool including supervised learning events

A range of assessment tools, including supervised learning events, are included in the E-portfolio to enable learners to demonstrate their learning and competence against the outcomes and descriptors, and provide details of their reflections. The following tools are included in the RPS post-registration foundation E-portfolio:

Supervised learning events

- Acute Care Assessment Tool (ACAT)
- Case Based Discussion (CbD)
- Case Presentation (CP)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Leadership Assessment Skills (LEADER)
- Quality Improvement Project Assessment Tool (QIPAT)
- Teaching Observation (TO)

Other tools

- Reflective Account (RA)

- Patient Survey (PS) – *coming soon*
- Multi-Source Feedback tool (MSF) – *coming soon*

They are a record of feedback provided to the learner on a learning event and allow them to demonstrate progress against the curriculum outcomes and clinical assessment skills. The learner will either be directly observed in practice or will have a structured discussion with the collaborator about a clinical/non-clinical encounter they have been involved in. The collaborator will provide feedback on how well the learner demonstrated specific knowledge, skills, or attributes, and help to identify their learning and development needs.

A downloadable version of all supervised learning events can be found here.

5.1 Acute care assessment tool (ACAT)

The tool is an evaluation of the learner's clinical assessment and management, decision making, team working, time management, record keeping, prioritisation and handover over a continuous period of time across multiple patients.

Access the Acute Care Assessment Tool using the link in your email invitation (see section 3 for an example).

The 'Acute Care Assessment Tool' form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shared grey can only be completed by the learner or educational supervisor/designated prescribing practitioner.

ACAT Details

Title *	ACAT 1
Date of Assessment *	18/10/2021

Collaborator

Collaborator Name	R
Collaborator Email	@rpharms.com **(Invited)**
Collaborator Position *	Advanced Pharmacist
Collaborator Profession *	Pharmacist
Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently. *	● Yes

Save and Complete

Ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	○	●	○	○

Comments: strengths and/or areas for development *

Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test

Communication and consultation skills	Below	Meets	Exceeds	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patients' ideas, concerns and expectations. The	○	○	●	○

Save and Complete

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Suggestions for development *

Some development points for the next month.

Jo Bloggs comments, collaborator (10/08/21). Some additional suggestions for developments from me.

View any uploaded files by clicking on the file name.

Attachments

Linked Attachments (2)		New Attachment
A test pdf	🗑	Choose file
A test Word	🗑	[Choose files] No file chosen
		File description:
		[Save]

You can also upload any relevant files as evidence of the Acute Care Assessment Tool.

Attachments

Linked Attachments (0)	New Attachment
	Choose file
	[Choose files] No file chosen
	File description:
	[Save]

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete**'.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.2 Case-Based Discussion (CBD)

The tool is a retrospective evaluation of the learner's input into patient care. It is a structured discussion undertaken remotely from the patient(s) and is used to explore clinical reasoning, decision making and application of complex clinical knowledge in practice.

Access the Case Based Discussion using the link in your email invitation (see section 3 for an example).

The 'Case Based Discussion' form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/designated prescribing practitioner.

Case Based Discussion (CbD)

Instructions:

- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case.
- 'Below' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Assessment Details

Title *	CBD 1
Date of Assessment *	18/10/2021

Collaborator

Collaborator Name	R
Collaborator Email	@rpharms.com **(Invited)**
Collaborator Position *	Test User

Save and Complete

Ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	○	●	○	○
Comments: strengths and/or areas for development *	Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test			

Clinical Reasoning	Below	Meets	Exceeds	Not Applicable
Gathers focused information relevant to the person and their condition. Performs appropriate clinical examinations and assessments. Requests and interprets appropriate investigations and examinations. Makes an appropriate working diagnosis or decision. Applies the evidence base and professional judgement to support holistic person centred	○	○	●	○

Save and Complete

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Case Based Discussion.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

When done select "**Save and Complete**".
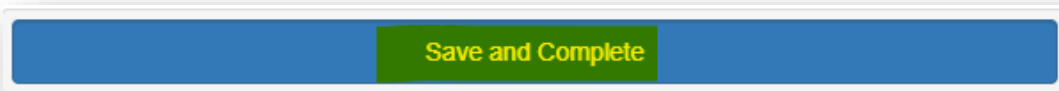
You will receive confirmation that the record has been completed.

Close your browser.

5.3   Case Presentation (CP)

The tool is an evaluation of the learner's ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

Access the Case Presentation using the link in your email invitation (see section 3 for an example).

The Case Presentation form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/designated prescribing practitioner.
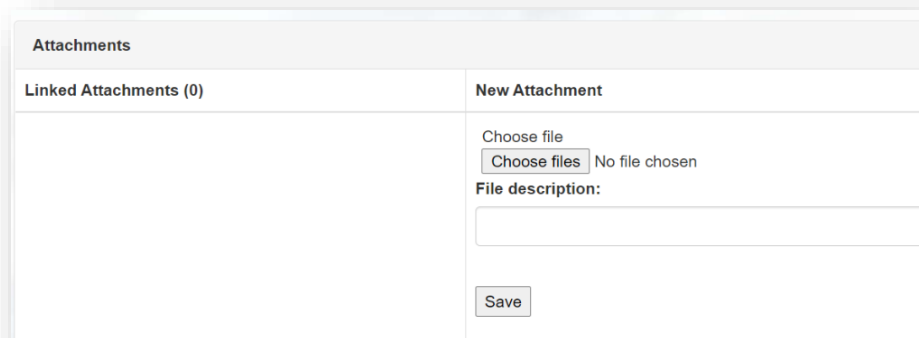
Ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	○	○	●	○
Comments: strengths and/or areas for development *	No current areas for development			

Clinical Reasoning	Below	Meets	Exceeds	Not Applicable
Gathers focused information relevant to the person and their condition. Performs appropriate clinical examinations and assessments. Requests and interprets appropriate investigations and examinations. Makes an appropriate working diagnosis or decision. Applies the evidence base and professional judgement to support holistic person centred care. *	○	○	●	○

Create Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Suggestions for development *

Some development points for the next month.

Jo Bloggs comments, collaborator (10/08/21). Some additional suggestions for developments from me.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the CP.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.2 Clinical Evaluation Exercise (Mini-CEX)

The tool is an evaluation of the learner's global clinical encounter with a patient assessing the synthesis of skills essential for clinical care such as history taking, communication, examination and clinical reasoning.

Access the Mini Clinical Evaluation Exercise using the link in your email invitation (see section 3 for an example).

The 'Mini Clinical Evaluation Exercise' form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shared grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	○	○	●	○
Comments: strengths and/or areas for development *	Test Test			

Communication and consultation skills	Below	Meets	Exceeds	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patients' ideas, concerns and expectations. The patient is appropriately involved throughout the consultation. *	○	○	●	○
Comments: strengths and/or areas for development *	Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test Test			

Save and Complete

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Suggestions for development *

Some development points for the next month.

Jo Bloggs comments, collaborator (10/08/21). Some additional suggestions for developments from me.

View any uploaded files by clicking on the file name.

Attachments

Linked Attachments (2)	**New Attachment**
A test pdf 🗑 A test Word 🗑	Choose file [Choose files] No file chosen **File description:** [ ] [Save]

20

You can also upload any relevant files as evidence of the mini-CEX.

Attachments

Linked Attachments (0)　　　　　　　　New Attachment

Choose file
[Choose files] No file chosen
File description:

[Save]

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.
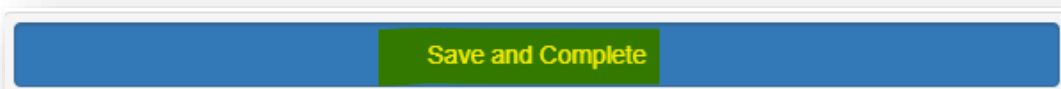
Save and Complete

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

You have completed the Clinical Evaluation Exercise (mini-CEX)

Close your browser.

5.5 Direct Observation of Non-Clinical Skills (DONCS)

The tool is an evaluation of the learner's non-clinical skills.

Access the Direct Observation of Non-Clinical Skills using the link in your email invitation (see section 3 for an example).

The Direct Observation of Non-Clinical Skills form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to

(white, not shaded). Fields that are shared grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Ensure you complete the ratings and comments fields

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Direct Observation of Non-Clinical Skills.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.6   Direct Observation of Practical Skills (DOPS)

This tool is useful for the learner to demonstrate their ability to undertake a practical (clinical) skill.

Access the Direct Observation of Practical Skills form using the link in your email invitation (see section 3 for an example).

The 'Direct Observation of Practical Skills' form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Ensure you complete the ratings and comments fields.

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Suggestions for development *

Some development points for the next month.

Jo Bloggs comments, collaborator (10/08/21). Some additional suggestions for developments from me.

View any uploaded files by clicking on the file name.

Attachments

Linked Attachments (2)		New Attachment
A test pdf	🗑	Choose file
A test Word	🗑	Choose files No file chosen
		File description:
		Save

You can also upload any relevant files as evidence of the Direct Observation of Practical Skills.

Attachments

Linked Attachments (0)	New Attachment
	Choose file
	Choose files No file chosen
	File description:
	Save

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete**'.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.7 Journal Club Presentation (JCP)

The tool is an evaluation of the leaner's ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

Access the Journal Club Presentation form using the link in your email invitation (see section 3 for an example).

The Journal Club Presentation form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Journal Club Presentation (JCP)

Instructions:

- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case.
- 'Below' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Assessment Details	
Title *	JCP
Date of Assessment *	12/10/2021

Collaborator	
Collaborator Name	Test user
Collaborator Email	rachael.parsons@rpharms.com **(Invited)**
Collaborator Position *	Test
Collaborator profession *	Tester
Collaborator Declaration: I confirm I have the appropriate experience to complete this assessment and have completed it objectively and independently. *	☑ Yes I confirm

Ensure you complete the ratings and comments fields.

Observations	Below	Meets	Exceeds	Not Applicable
Introduces the topic * *Describes the background to the topic, the rational for and clinical relevance of the study question, and a summary of existing literature*	○	●	○	○
Comments: strengths and/or areas for development	To be completed			
Study methodology and results * *Clearly describes the aim, study population including inclusion/exclusion criteria, the intervention, outcomes and statistical analysis (as appropriate to study design)*	○	○	●	○
Comments: strengths and/or areas for development *	To be completed			
Analysis and critique * *Describes strengths/weaknesses of the paper and their own perspective on the validity of the study results / authors' conclusions.*	○	○	○	●
Comments: strengths and/or areas for development *	To be completed			

Save and Complete

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Journal Club Presentation.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.8 Leadership Assessment Skills (LEADER)

The tool is an evaluation of the learner's non-clinical leadership and team working capabilities.

Access the Leadership Assessment Skills form using the link in your email invitation (see section 3 for an example).

The Leadership Assessment Skills form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Leadership Assessment Skills (LEADER)

Instructions

- The situation chosen may cover capabilities in several of the post-registration foundation pharmacist curriculum domains but is likely to be most aligned to those in the leadership and management domain:
  - Promotes pharmacy services and develops the profession
  - Recognises opportunities for change, innovation and quality improvement
  - Demonstrates self-awareness, resilience and adaptability
- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case.
- 'Below' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Assessment Details

Title *	LEADER 1
Date of Assessment *	14/10/2021

Collaborator

Save and Complete

Ensure you complete the ratings and comments fields.

Leadership in a team

Provide feedback on what the pharmacist did well and areas for development

Responsibilities and roles in team, managing performance, influencing colleagues, different leadership styles for different situations, anticipating & overcoming challenges *

Insert text here

Effective services

Provide feedback on what the pharmacist did well and areas for development

Delivering high-quality care; constraints, targets, safety, risk management, governance, resource use and efficiency. *

Insert text here

Acting in a team

Provide feedback on what the pharmacist did well and areas for development

Create Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Leadership Assessment Skills.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

5.9 Quality Improvement Project Assessment Tool (QIPAT)

The tool is an evaluation of the learner's ability to undertake a quality improvement project to improve service provision in their area of expertise.

Access the Quality Improvement Project Assessment Tool using the link in your email invitation (see section 3 for an example).

The Quality Improvement Project Assessment Tool form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Quality Improvement Project Assessment Tool (QIPAT)

Instructions
- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case.
- 'Below' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Assessment Details

Title *	QIPAT 1
Date of Assessment *	14/10/2021

Collaborator Details

Collaborator Name	Test user
Collaborator Email	@rpharms.com **(Invited)**
Collaborator Position *	Manager
Collaborator profession *	Education
Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently. *	☑ Yes

Ensure you complete the ratings and comments fields.

Quality Improvement Project Assessment
Provide feedback on what the pharmacist did well and areas for development

QI Topic Summary of discussion *
The reason for the choice of QI project is clear

To be completed by collaborator

QI project aim - Summary of discussion *
SMART aim linked to the problem identified

To be completed by collaborator

Quality improvement measures identified? Summary of discussion *
Process, outcome and balancing measures

To be completed by collaborator

Use of QI methodology demonstrated *
QI methodology and tools used during the project

If contributed to part of a larger project, describes the aspect of QI methodology studied and their role within the team

To be completed by collaborator

Change implementation *
Describes individual tests of change - including predictions, progress, unexpected findings and data

To be completed by collaborator

Evaluation of change *
Analysis of data (compared to predictions) Clear identification of learning points and own role in the project

To be completed by collaborator

Save and Complete

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Quality Improvement Assessment Tool.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

You have completed the Quality Improvement Project Assessment Tool (QIPAT)

Close your browser.

5.10   Teaching Observation (TO)

The tool is an evaluation of the learner's ability to deliver an effective learning experience to others.

Access the Teaching Observation form using the link in your email invitation (see section 3 for an example).

The Teaching Observation form will open in a browser. Review the fields, edit text as required and add in any relevant comments to the fields you have access to (white, not shaded). Fields that are shaded grey can only be completed by the learner or educational supervisor/ designated prescribing practitioner.

Ensure you the complete the ratings and comments fields.

TIP: For some of the fields, you will be able to overwrite text that has been inputted by the learner so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

View any uploaded files by clicking on the file name.

You can also upload any relevant files as evidence of the Teaching Observation.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Once completed, click '**Save and Complete'**.

NOTE: Once you click 'Save and Complete' you will not be able to access or edit the form.

You'll receive confirmation that the form has been completed.

Close your browser.

6   Contact Details

Visit https://www.rpharms.com/development/credentialing/foundation/post-registration-foundation-curriculum for further information about the post-registration pharmacist credentialing process.

For any questions about the requirements of the post-registration foundation pharmacist credentialing and RPS products and service please contact our dedicated support team:

Email: support@rpharms.com
Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

If you experience any technical issues or have any feedback on the platform, please contact our technical team.

Email: eportfolio@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

Acknowledgements

RPS E-Portfolio designed by AXIA
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